THE STUDENT LEARNING OBJECTIVE PROCESS

BUT WHAT ABOUT THE GROUP B TEACHERS?

Arizona Department of Education
Leading Change Conference
June, 2013

Acknowledgements

ADE would like to acknowledge the help and support provided by:

Colorado Dept. of Education
Georgia Dept. of Education
Indiana Dept. of Education
Ohio Dept. of Education
Rhode Island Dept. of Education

Center for Great Teachers and Leaders
Education Council
The Council of Chief State School Officers
The Reform Support Network
WestEd Comprehensive Center, Empirical, and RELWest

Agenda

- Glean an understanding of the SLO process

- Compare the implementation of the components of a quality SLO process to the LEA's capacity for implementation

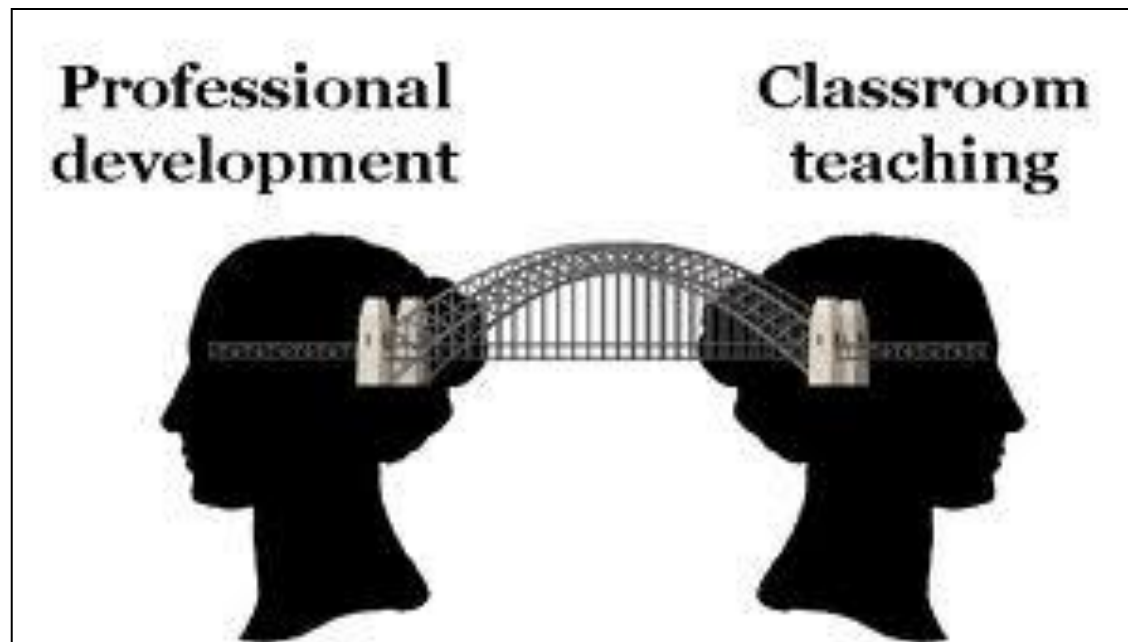- Determine next steps needed for the LEA to implement the SLO process

Benefits of using SLOs

SLOs allow teachers to take ownership of their continuous improvement process.
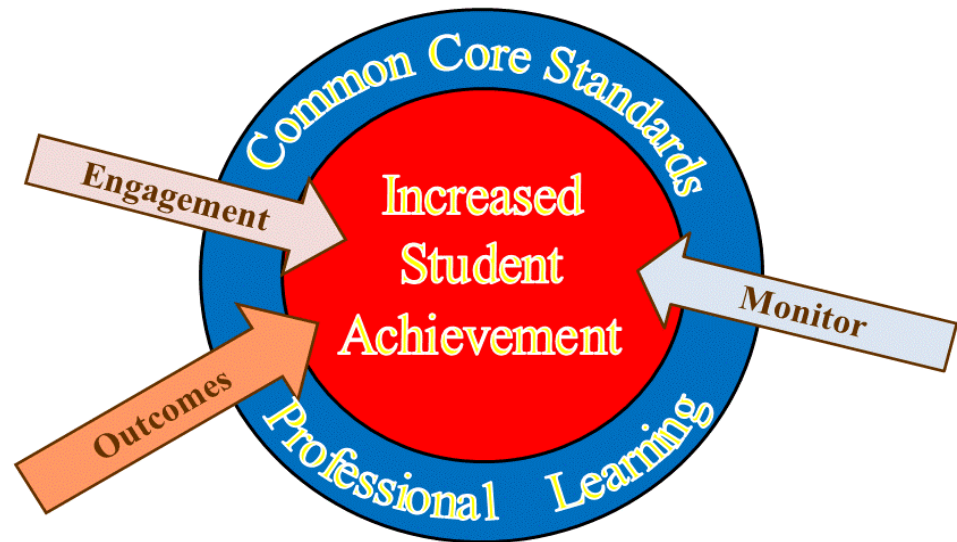
Benefits of using SLOs

SLOs can drive PD for teachers
to improve their craft.

Benefits of using SLOs

SLOs can directly link the teacher evaluation process to the inter-disciplinary implementation of AZ Common Core Standards.
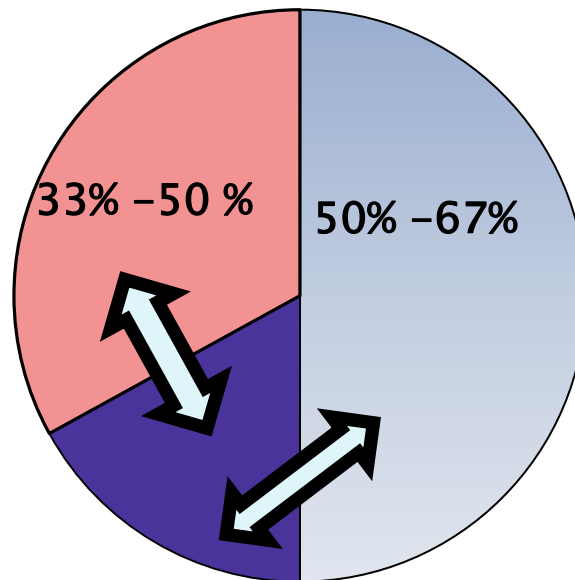
Teacher Evaluation Framework
Group A & Group B Teachers

50%–67% Teacher Performance

33%–50% Student Academic Progress
School or Classroom Level Data

Group A Teachers

"Teachers with available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards and appropriate to individual teacher's content areas."

AZ Framework for Measuring Educator Effectiveness, April 2011

Examples of Group A Teachers

- Elementary Teachers Grades 2–6
- SEI Teachers
- Special Education Teachers
- Math & Language Arts Middle Grade Teachers
- Math & English Grades 9–10
- Science Teachers Grades 4, 8, & 10
- Reading Interventionists
- Math Interventionists

Group A Teachers
Examples of Assessments

AIMS
STANFORD 10
AIMS A
AZELLA
Advanced Placement
International Baccalaureate
LEA-wide Assessments
Other Valid and Reliable Classroom Level Data

Group B Teachers

"Teachers with limited or no available classroom-level student achievement data that are valid and reliable, aligned to Arizona's academic standards, and appropriate to individual teacher's content areas."

AZ Framework for Measuring Educator Effectiveness, April 2011

Examples of Group B Teachers

- Visual Arts
- Music
- Computers
- Theatre
- Dance
- CTE
- P.E.

- Gr. K-1 Elementary
- Gr. 7-10 Soc. St.
- Gr. 7 & 9 Science
- Gr. 11-12 All Subjects
- First year teachers, teachers new to the LEA, or new to the content area

Group B Teachers
Examples of Assessments

Advanced Placement

International Baccalaureate

LEA-wide Assessments

Other Valid and Reliable Classroom Level Data

Other Classroom or School Level Data

Student Learning Objectives

Definition: A student learning objective (SLO) is a classroom level standards-based measure relevant to the content area taught during the current school year that is:

- Specific and measureable
- Based on baseline data
- Based on growth and/or achievement

Student Learning Objectives

Classroom SLO

A measure of student mastery within a specific content area. This objective is to include all students in a class/course for one content area.

Classroom SLO

All students will demonstrate mastery of geographical, cultural, political, economic, architectural, and historical concepts from the 1800's to Modern Day with at least 75% accuracy on the Harcourt World History Exam by the end of the year.

Classroom SLO Scoring Rubric Mastery Achievement Score

4	3	2	1
100% – 90% of the students met the SLO	89% – 80% of the students met the SLO	79% – 60% of the students met the SLO	Less than 60% of students met the SLO

Student Learning Objectives

Targeted SLO

A measure of student growth between two points in time for a particular set of students in the lowest level of preparedness in order to master the content area.

The Targeted Student Learning Objective

5 out of the 5 students who scored a 1 in the beginning range on the LEA developed music performance assessment rubric measuring intonation, reading music, and fingering skills will move from a 1 to a 2 by the end of the year.

So why use SLOs?

SLOs are one way to assess teacher impact on student performance that involves the teacher in the process of goal setting, monitoring, and assessing of student progress.
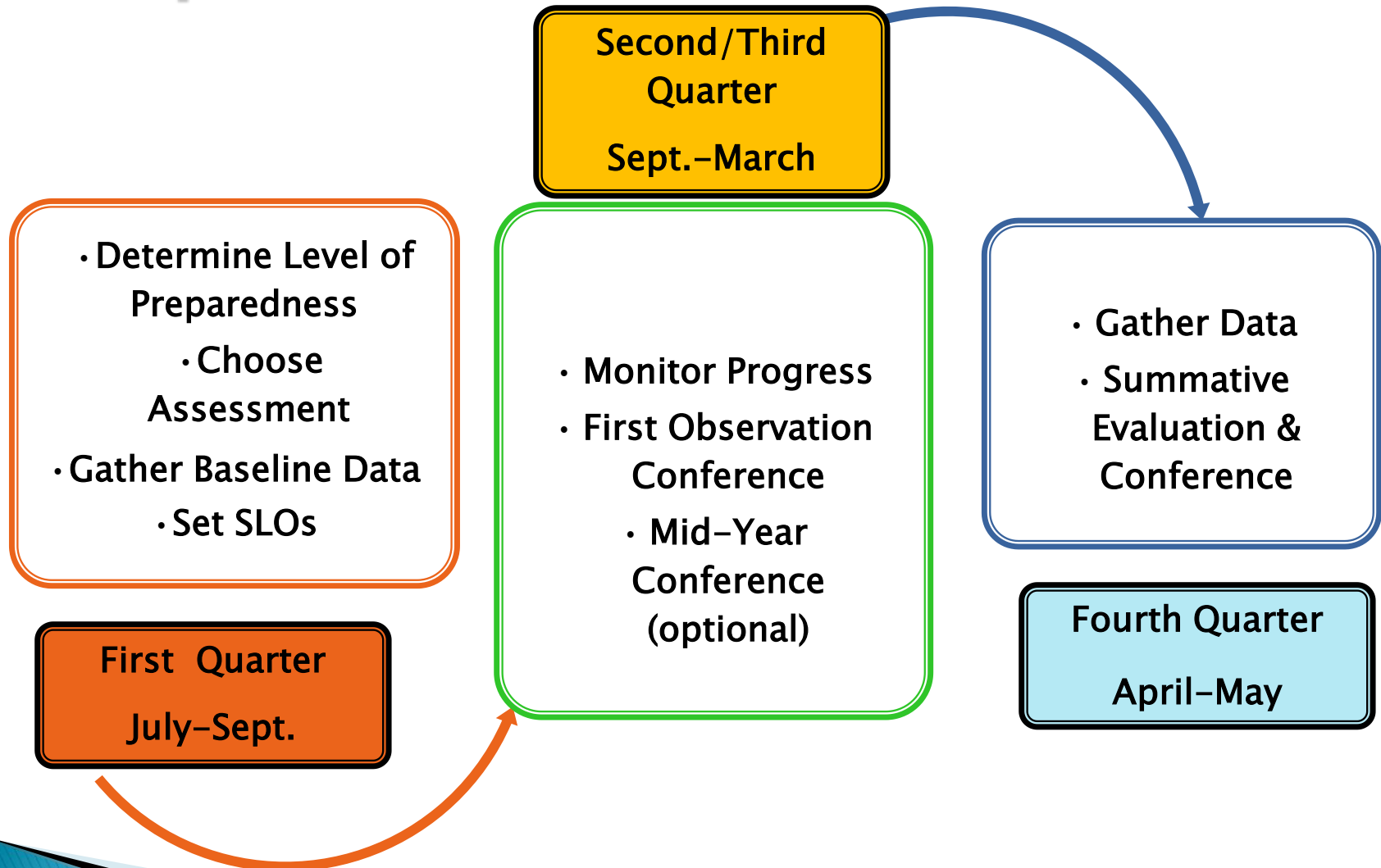
SHARED VISION
Home Partner

NOT YET READY	MOVING TOWARDS READINESS	READY TO IMPLEMENT SLOS
A limited number of LEA staff understands the benefits and challenges of implementing SLOs.	LEA staff make limited efforts to communicate the benefits and challenges of implementing SLOs to all LEA educators.	LEA staff and educators share a common understanding of what implementing SLOs will entail and demonstrate a shared commitment to implementing the SLO process with fidelity.

THE SLO PROCESS
ADE MODEL

- Step 1: Determining students' level of preparedness

- Step 2: Choosing quality assessments

- Step 3: Setting student learning objectives

  - Classroom SLOs

  - Targeted SLOs

- Step 4: Monitoring progress and refining instruction

- Step 5: Reviewing results and establishing a

  summative score

Implementation Timeline
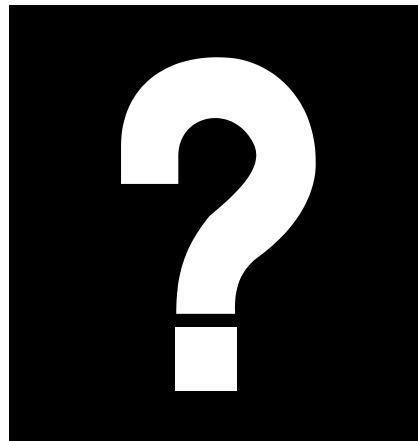
Second/Third Quarter

Sept.–March

First Quarter

July–Sept.

Fourth Quarter

April–May

- Determine Level of Preparedness
- Choose Assessment
- Gather Baseline Data
- Set SLOs

- Monitor Progress
- First Observation Conference
- Mid–Year Conference (optional)

- Gather Data
- Summative Evaluation & Conference

THE TARGETED SLO PROCESS STEP 1

Determining Students' Level of Preparedness

Questions to Ask to Determine Students' Level of Preparedness

What should students already know or understand in order to be successful in your class?

Questions to Ask to Determine Students' Level of Preparedness

What prior year assessments can be used to determine whether the students are at "grade level" in terms of preparedness?

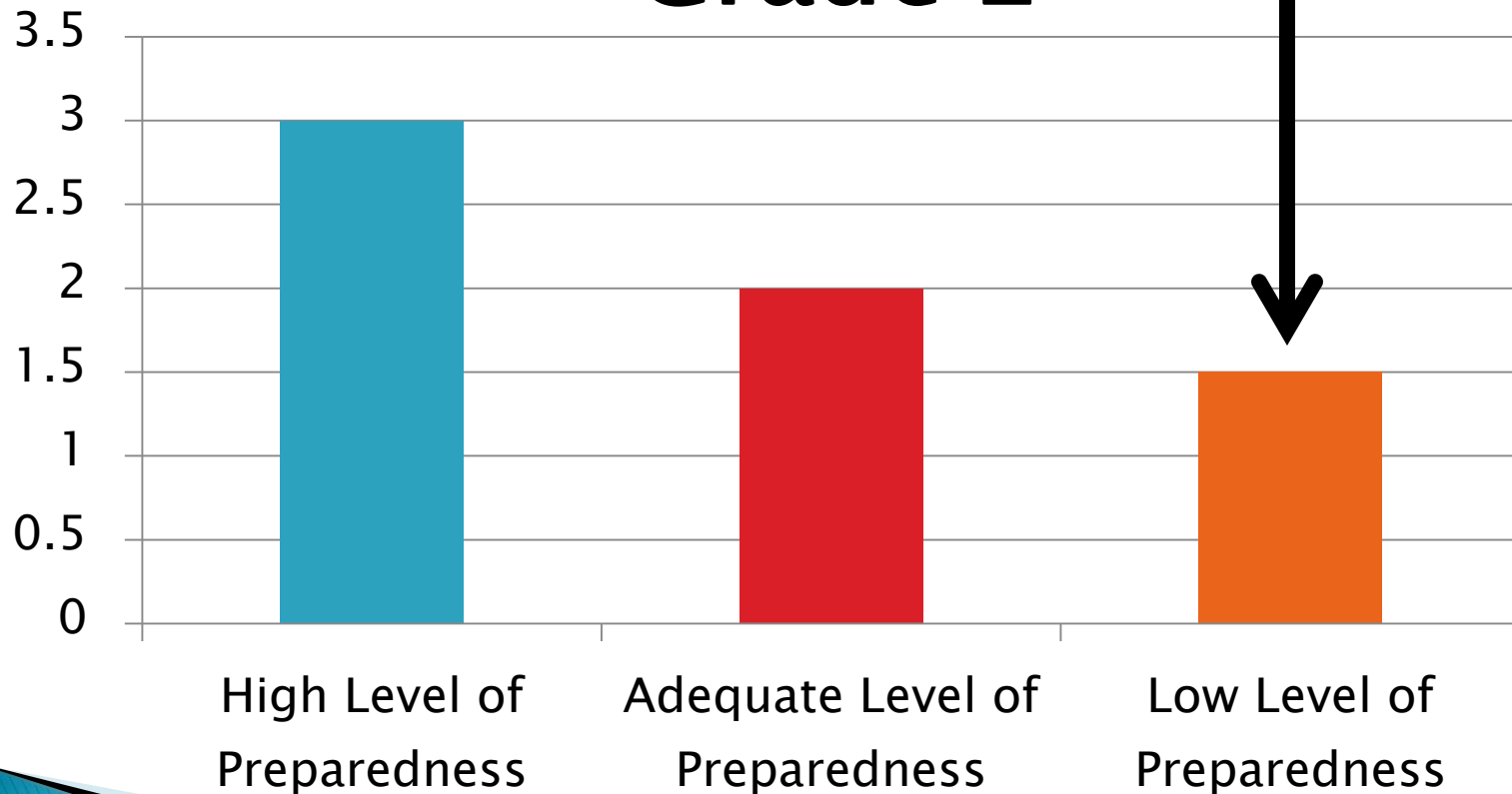# Previous Year Data Sources to Determine Level of Preparedness

- AIMS

- DIBELS

- LEA Benchmark Assessments

- End-of-Course Assessments

- Tests from other subjects to determine pre-requisite skills; for example a physics teacher might use a mathematics test.

- Students' grades from previous classes

- Portfolios

- Performance, Projects, or Product Rubrics

- Attendance

Note: Consideration needs to be given to the validity of the assessments/grades of the previous year's teachers

Levels of Preparedness

Grade Level Preparedness

Grade 2

Bar chart showing Grade Level Preparedness for Grade 2. Y-axis ranges from 0 to 3.5 in increments of 0.5. Categories: High Level of Preparedness = 3, Adequate Level of Preparedness = 2, Low Level of Preparedness = 1.5 (indicated by a downward arrow).

Determining Students' Level of Preparedness– Partner 1

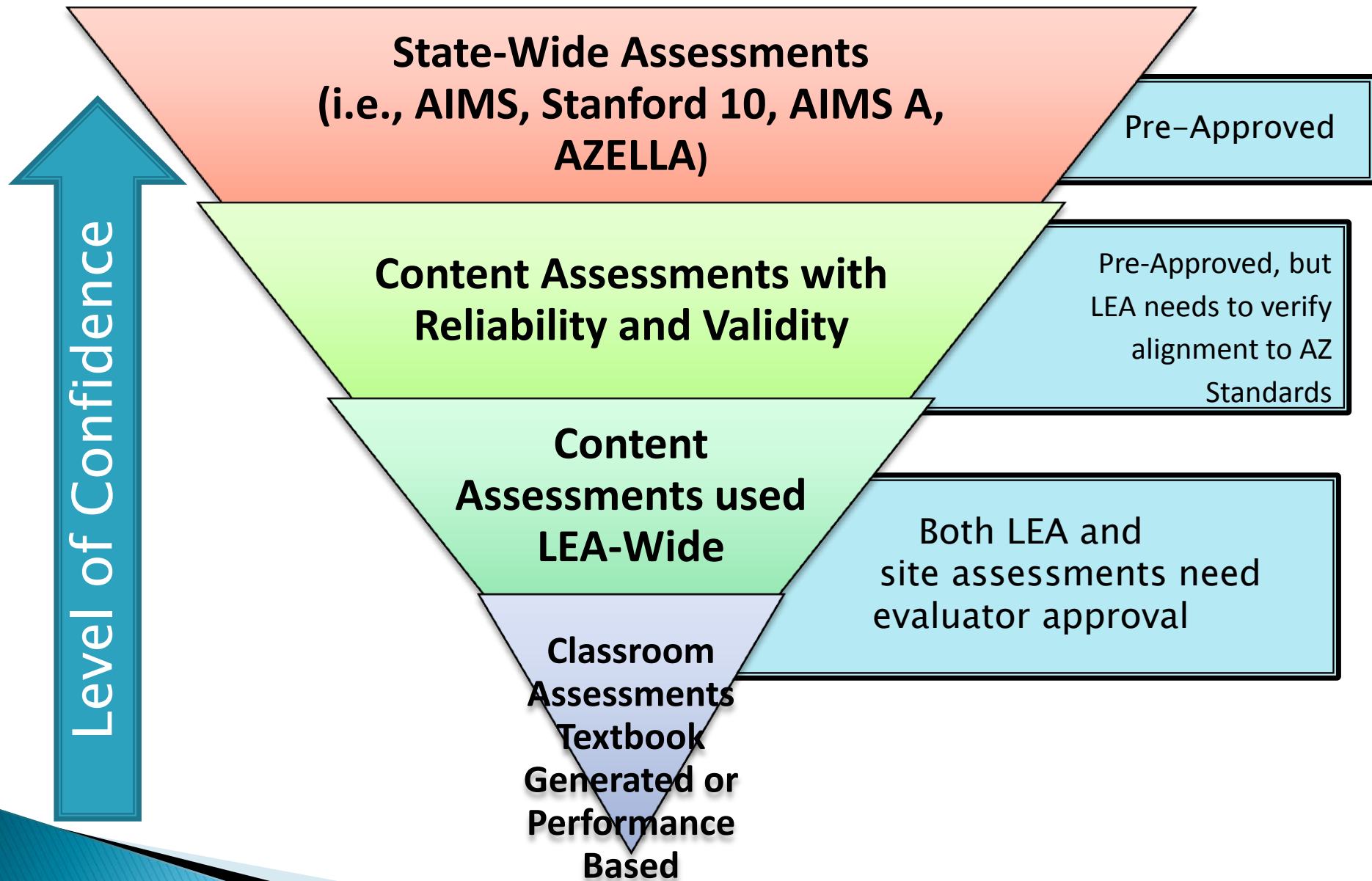| NOT YET READY	MOVING TOWARDS READINESS	READY TO IMPLEMENT SLOs
Teachers and administrators have limited access to student data.	The LEA is working to develop systems to provide teachers with greater access to data.	The LEA has a fully developed data system and information is easily accessible.

THE TARGETED SLO PROCESS STEP 2

Choosing Quality Assessments

Quality Assessment

1. Needs to measure the actual skills and content taught
2. Needs to measure teacher performance consistently
3. Aligned to the AZ Common Core/Content Standards
4. Rigorous
   - Requires critical thinking
   - Free from bias

Assessments to Measure Growth

- Baseline Assessment/Data
  - Given within the first few weeks of the course
  - Measures what the student currently knows

- Targeted SLO-Growth
  - Can measure a subset of standards
  - Can measure the majority of standards

Choosing Quality Assessments Partner 1

NOT YET READY	MOVING TOWARDS READINESS	READY TO IMPLEMENT SLOs
The LEA has a limited number of high-quality assessments available.	The LEA is working to develop more high-quality baseline assessments, end-of-course assessments, and formative assessments.	The LEA has high-quality common assessments for all grades and subjects.

THE TARGETED SLO PROCESS STEP 3

Setting the Targeted Student Learning Objective

Components of the SLO Process

1. Targeted students
2. Baseline assessment data
3. SLO and rationale for SLO
4. Aligned standards and learning strategies
5. Interval of instructional time
6. Quality assessment
7. Cut score and rationale for cut score
8. Scoring and evaluation

What is a realistic, yet rigorous growth target for the Low Level of Preparedness Students?

The Targeted Student Learning Objective

Formula Example:

10 out of the 10 students in the Low Level of Preparedness Category will increase their use of scientific vocabulary by at least 65% as measured by the end-of-year science vocabulary exam.

Rigor of Cut Score
Step 6: Cut Score Formula

Baseline score + (Total possible points-baseline score) x .65 = Cut Score

If Susan scores a 40 out of 100 points, the formula would look like this:

40 + (100-40) x .65 = Cut Score

40+(60 x .65) = 39 (Expected Growth)

40+39=79 (Cut Score)

(Revised from Georgia Dept. of Ed.)

TARGETED SLO SCORING RUBRIC
Growth Score

4	3	2	1
The students have surpassed the teacher's expectations of growth described in the targeted SLO	The students have met the teacher's expectations of growth described in the targeted SLO	The students have not fully met the teacher's expectations of growth described in the targeted SLO.	The students did not meet the teacher's expectations of growth described in the targeted SLO.

The Targeted Student Learning Objective

Formula Example:

All 10 students in the Low Level of Preparedness Category will increase their physical endurance by at least 65% on the end-of-year Fitness Gram Shuttle Run as measured by the Fitness Gram age appropriate table.

Targeted SLO Growth Score using a Performance Rubric

➢Performances

➢Portfolios

➢ Projects

➢Products

The Targeted Student Learning Objective

Rubric Example:
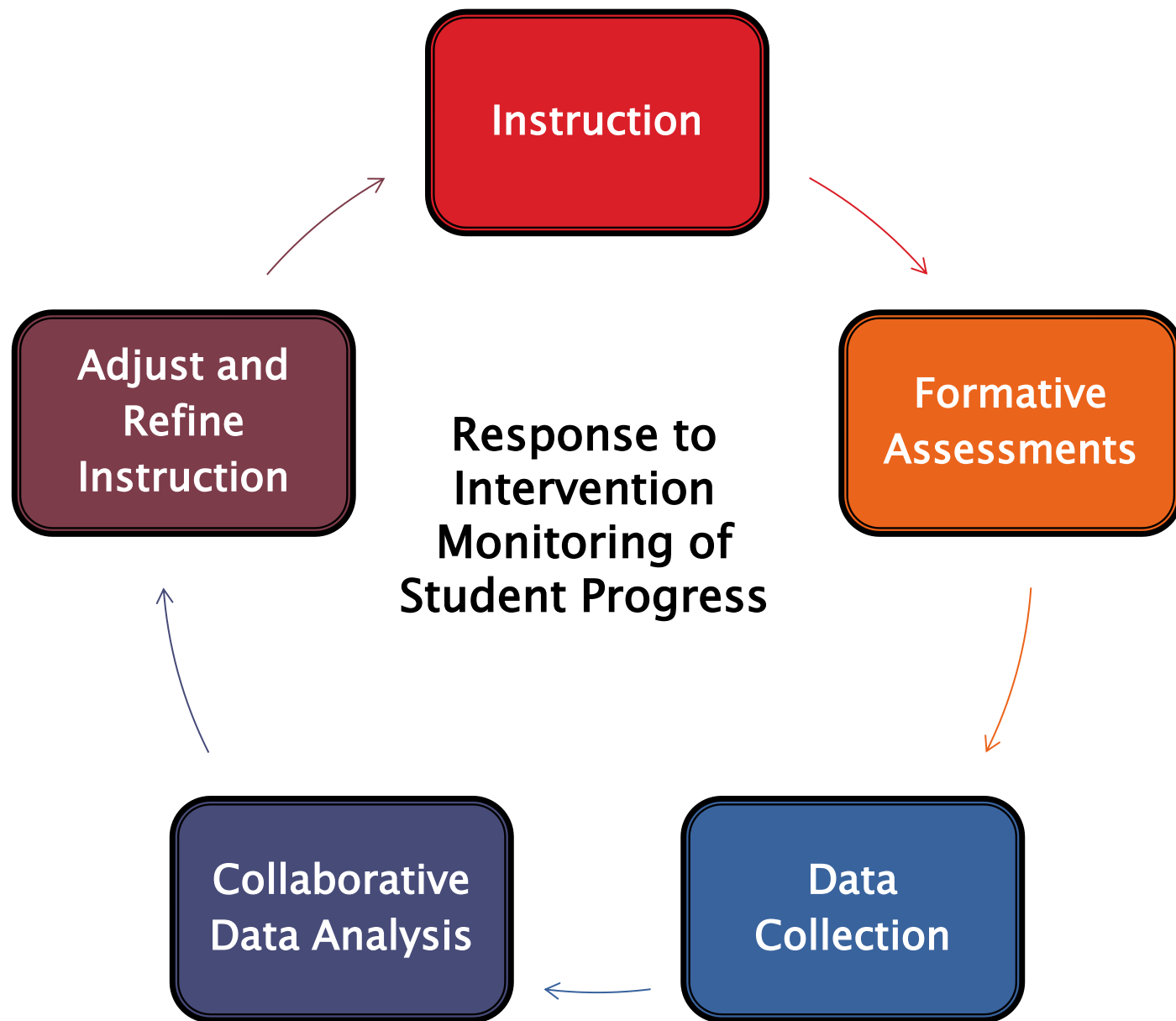
4 out of 4 students in the Lowest Level of Preparedness Category will increase at least one level on the DIBELS end of year Nonsense Word Fluency Assessment based on the DIBELS (6th Edition).

DIBELS DATA CHART

Letter Naming Fluency	Status **Beginning** of Year Month 1-3	Status **End** of Year Month 7-10	Comments	Rubric Score
John	Intensive -at risk →	Benchmark -low risk	Increased two levels	**4**
Susie	Intensive -at risk →	Intensive -at risk	Did not increase one level	**2**
Mary	Strategic -some risk →	Benchmark - low risk	Increased one level	**3**
Jose	Strategic -some risk →	Intensive -at risk	Decreased one level	**1**
Targeted SLO score = 2.50 (average)				

THE TARGETED SLO PROCESS STEP 4

Monitoring Student Progress and Refining Instruction

Instruction

Formative Assessments

Data Collection

Collaborative Data Analysis

Adjust and Refine Instruction

Response to Intervention Monitoring of Student Progress

Setting the SLOs & Monitoring Student Progress– Partner 2

NOT YET READY	MOVING TOWARDS READINESS	READY TO IMPLEMENT SLOS
Teachers struggle to analyze student data; using data to inform instruction is not common practice.	Teachers analyze student data with support and use data to inform long-term planning but not in everyday instruction.	Using student data to inform instruction is common practice; teachers consistently use student data to adjust planning, improve instructional practice, and seek professional development.

THE TARGETED SLO PROCESS STEP 5

The Summative Evaluation

TARGETED SLO SCORING RUBRIC
Growth Score

4	3	2	1
The students have surpassed the teacher's expectations of growth described in the targeted SLO.	The students have met the teacher's expectations of growth described in the targeted SLO.	The students have not fully met the teacher's expectations of growth described in the targeted SLO.	The students did not meet the teacher's expectations of growth described in the targeted SLO.

The Targeted Student Learning Objective

10 out of the 10 students in the Low Level of Preparedness Category will increase their use of scientific vocabulary by at least 65% as measured by the end-of-year science vocabulary exam.

40+(60 x .65) = 39 Expected Growth

40+39=79 Cut Score

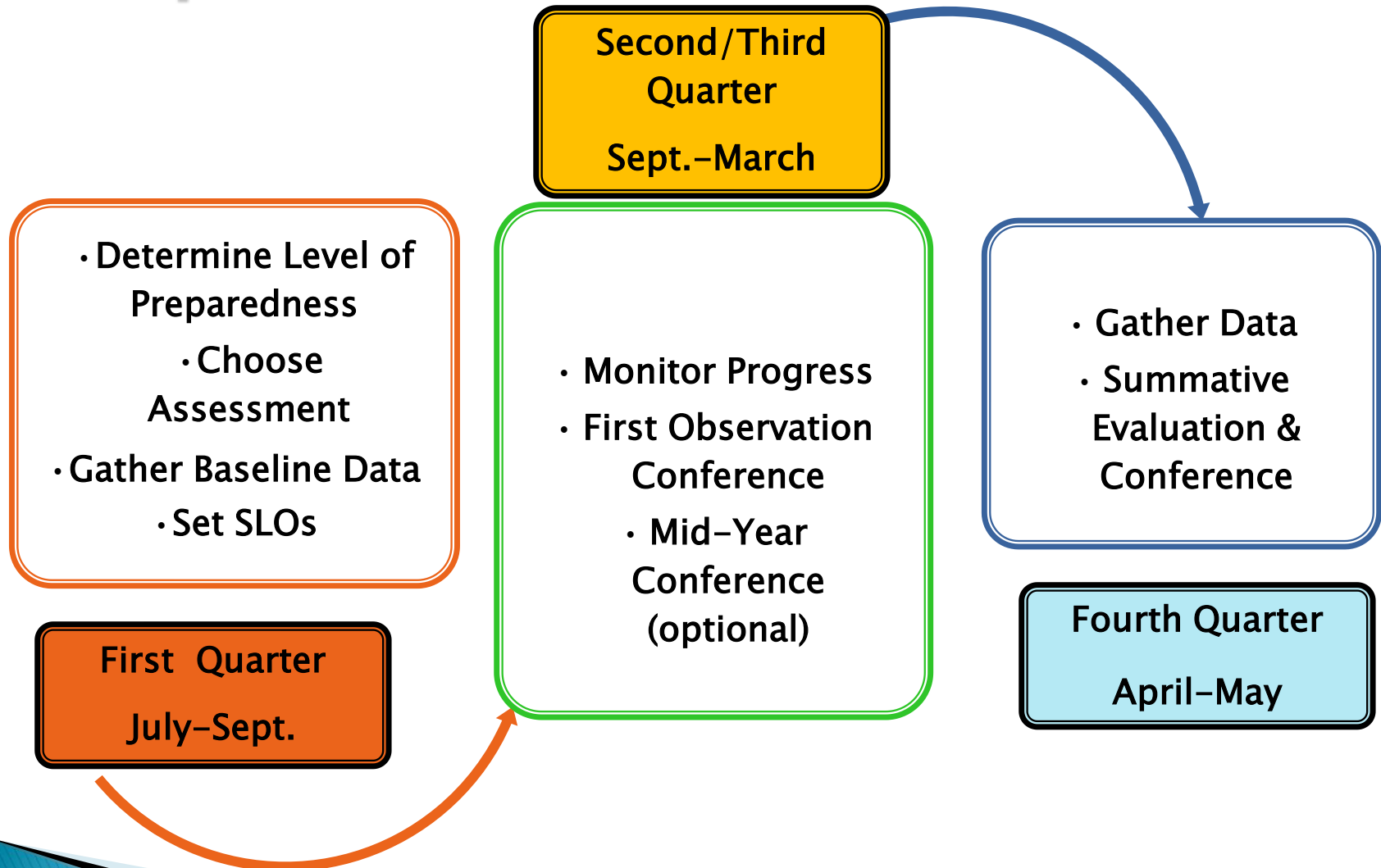|	Baseline Score	Formula	Cut Score	End-of-Course Score	Rule	Rubric	SLO points
Mary	10	10+[(100-10)*0.65]= 90*.065=59 10+59=69	69 →	70	End-of-Course Score >Targeted Score	The students have surpassed the teacher's expectations described in the targeted SLO.	4
Dan	20	20+[(100-20)*0.65]= 80*.065=52 20+52=72	72 →	72	End-of-Course Score = Targeted Score	The students have met the teacher's expectations described in the targeted SLO.	3
John	30	30+[(100-30)*0.65]= 70*.065=46 30+46=76	76 →	70	End-of-Course Score <Targeted Score with difference less than 10 points	The students have not fully met the teacher's expectations described in the targeted SLO.	2
Susan	40	40+[(100-40)*0.65]= 60*0.65=39 40+39=79	79 →	65	End-of-Course Score <Targeted Score by 10+ points	The students did not meet the teacher's expectations described in the targeted SLO.	1

Targeted SLO score (4+3+2+1)/4= 2.5 (average)

Sample Group B Data Table

Group B Specials Teachers			
Percent of School-Level Data	**Category**	**Point Value**	**School/Classroom Level Data**
33% of total	Achievement	12	Classroom SLO(s) Across Grades
	Growth (must be 20% of total points)	24	Targeted SLO(s) Across Grades
	Career & College Ready	4 Choice of the following	Graduation Rate
			Percent of Grade 8 Students Passing AIMS Mathematics
			AIMS CCR Equivalent Score

Classroom Level Data	Possible Points	Results	Points
Classroom SLO	12	80% of the students mastered their ability to read music, play as one unit, and improve intonation and fingering dexterity by one rubric score on the LEA-wide music performance exam 3 (rubric score) x 3 (# of points each rubric category is worth) =12	9
Targeted SLO	24	On average the students have met the teacher's expectations described in the targeted SLO. 2.5 x 6(# of points each rubric category is worth)=15	15
33% Classroom Data		**Sub Total**	**24/40**

Implementation Timeline

Second/Third Quarter

Sept.–March

First Quarter

July–Sept.

Fourth Quarter

April–May

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SITE CAPACITY
Home Partner

NOT YET READY	MOVING TOWARDS READINESS	READY TO IMPLEMENT SLOs
The school lacks an organizational structure that can facilitate reviews of SLOs and provide feedback and support.	The school has a site team responsible for overseeing the SLO process, but team members lack sufficient training, time, or commitment to provide feedback and support.	The school has a site team that possesses sufficient expertise, time, and commitment to approve SLOs and provide valuable feedback and support to teachers.

NEXT STEPS?

Arizona Department of Education Resources and Support

Performance Based Assessments

Connecticut:
http://www.ctcurriculum.org/

Washington:
http://www.k12.wa.us/Arts/PerformanceAssessments
default.aspx

Lynn Tuttle
Director of Arts Education
Arizona Department of Education
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Arizona Department of Education SLO Support

- Student Learning Objective Handbook
- Student Learning Objective Templates
- Student Learning Objective Summary Guide

www.ade.az.gov

Virginia Stodola

Effective Teachers and Leaders Unit

602-364-3552

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